**Instructions for Special Education Services Referral Form**

*If guidance and direction is needed, contact the special education administration in your building.*

***Section A – Referring Party***

* Document the name of the referring party and circle their title.
* If other, please specify role. (Grandparent, Outside Agency, Non-Teaching Staff, Guardian, etc.)
* Either parent can refer a child for special education services at any time.

***Section B – Referral Question***

* Identify the specific concerns regarding the child’s performance including the adverse impact on the educational setting in the form of a question (e.g. Is the child’s inability to comprehend grade level literature due to a learning disability?).
* The question will assist the IEP Team in determining appropriate evaluations, if necessary, this section should not include requests for specific evaluations.
* The question should not include generic concerns (not completing work, can’t sit still, inappropriate behavior, not a good reader, etc.).
* If a parent referral, the question should include the parent’s concerns for the education of their child as they relate to the suspected disability.

***Section C – Parent Input***

* Documents conversation(s) (phone, email, letters, etc.) that identify parent concerns.
* Parent concerns must be solicited and documented in this section.
* If a parent referral, parental input should be documented throughout the referral form.

***Section D – Other Input***

* Documents input from outside agencies or other providers (if applicable).
* Could include outside evaluations provided by the family.

***Section E – Previous Special Education Referral***

* Documents if the child has been referred and/or received special education services in the past.
* If yes, special education documents should be included in the child’s cumulative file and considered as part of the referral.

***Section F and G – Hearing and Vision***

* Must be completed to ensure that the evaluation results are valid and reliable.
* Should indicate if the child requires glasses or hearing aids.

***Section H – Strengths and Weaknesses***

* Every single box is not required to be completed, but the boxes checked should be directly related to the referral question(s).
* Areas checked should be outside of the “average range” (25th-75th percentile), and should be supported by multiple and reliable data sources and attached to this document.
* If “Other” is checked, it should be specified and supporting documents should be included.

***Section I - Attendance***

* Attendance trends should be identified and may require data from more than one year.

***Section J – Recent Academic Assessments***

* This information should be included to enable appropriate identification of strengths and weaknesses in the child’s educational performance.
* If an assessment is listed, all subsequent sections (date administered, score, etc.) should be completed.
* Provide information that captures the child’s performance when compared to their typically developing peers.
* Assessment data more than 3 years old should not be included.

***Section K – In-Class Interventions (Tier 1)***

* If an in-class intervention was attempted, check whether the intervention was successful or unsuccessful.
* If an in-class intervention was not attempted, leave the box blank.
* If “Other” is indicated, please specify the intervention.
* The duration of the attempted interventions should be included as well.
* This section cannot be left blank.

***Section L – Targeted Pre-Referral Interventions (Tier 2/3)***

* Local pre-referral policy should be consulted prior to completion of this section.
* Tier 2/3 services could include: Title 1, reading and mathematics interventions, behavioral consultation, PBIS, etc.
* *Intervention Provided* should include the specific skill deficits and the specific program used.
* *Frequency and duration* should include the length and intensity of the intervention.
* *Adequate Progress* is measured by multiple data points that show evidence of trends towards the target.
* The intervention being implemented should include tools that allow for adequate progress monitoring.

***Section M – Other Factors and Interventions***

* Other factors could include: homelessness, hospitalizations, highly mobile, family disruptions, etc.
* *Other Regular Education Related Services* could include: social work, guidance counseling, behavior consultation, substance abuse counseling, JMG, Alternative Education, CTE, credit recovery programming, outside agency involvement, learning labs, etc.
* *English Language Learners* should document two years of ACCESS scores, dates of administration from initiation of services, and frequency of ELL instruction.

***Section N – Dates and Signature(s)***

* The *Date Received by SAU* is defined by local policy and could initiate regulatory timelines.